

## Infant & Toddler

- **Emergent Curriculum for Infants & Toddlers:** Building on our youngest children's interest and how to use intentional observation to create a curriculum based on interests and relationships with infants and toddlers. This session will take a closer look at:
  - Developmentally Appropriate Practice with infants & toddlers
  - Explore different methods of observation and recording of expressed interest by infants and toddlers.
  - Use observation to building meaningful planning and programming with infants and toddlers.
  - Create an emergent curriculum based on the infants expressed interest.  
*Relates to Accreditation Standards: 2.3 and 7*
  
- **Facilitating Smooth Transitions** (Toddler version available) - Explore a variety of strategies to ensure that transitions become an unhurried, less stressful learning adventure. In this three hour interactive workshop, participants will explore a variety of strategies to ensure that transitions become an unhurried, learning experience. Beginner workshop. (Revised 2010) *Relates to Accreditation Standards: 1, 2 and 3*
  
- **Promoting Sensitive Interactions With Children:** Why are interactions between caregiver and child so important? This session answers that questions and takes a closer look at the sensitivity indicators identified by the Caregiver Interaction Scale (J. Arnett). This interactive workshop is a resource to support techniques and strategies for front line professionals enhancing quality child care particularly Adult/Child Interactions.(Revised 2011) *Relates to Accreditation Standards: 2 and 3*
  
- **Observing and Recording:** Building a case for effective observation, keeping anecdotal records and creating child development profiles. This session reflects on how to generate useful observations related to environment, process and behavior involving young children. It reinforces the professionalism related to observing and recording as it is the evidence related to the work we do with young children. *Relates to Accreditation Standards: 2,3,4 and 5*
  
- **Moving and Growing** – Bringing back physical activity play in childhood. This workshop was created in partnerships with Canadian Child Care Federation and focuses on the value of active play in the development of children. The information focuses on the benefits of physical play including brain development, as well as strategies to assess your own physical environment. This workshop comes with the handouts from FRP Canada “Why Play” from birth to age 6. Beginner Level Workshop: *Relates to Accreditation Standards: 2 and 3*

## Preschool

- **Learning Through Play Series** – The goal of this series is to *inspire* and present tools for early learning professionals to *trust play* as the most effective method of learning for preschool children. This session is focused on teachers of preschool age children and is built based on a strong understanding for child development. (Please note that these session can be done in any order.)

**Part 1 – Why Play for Preschoolers?** (3hrs) This session encourages participants to develop the mindset of a play coach, to reflect on how what they do fits within developmentally appropriate practice not the other way around. Participants will be involved in hands on experiences that can assist them in evidencing how play supports healthy child development.

**Part 2 – Learning to Play Again – A Constructivist Workshop for Adults** (full or half day) This workshop has participants walk the walk when it comes to value of play. Inspired from an article in the Spotlight on Young Children and Play – NAEYC this workshop provides a completely hand-on approach in supporting teachers reconnecting with insights that only happen through play. The session provides time for play, reflection and documentation related to areas of child development as well as inspiration for ideas classroom activities. Wear comfortable clothes and come ready to play.

**Part 3 – Learning Through Play and Individual Assessment** (3hrs) This session it built on the premise that “learning is a continuum, and assessment can help teachers identify where each child is on this continuum” (Young Children, May 2010). This session helps teachers “assess” the learning as it happens in informal situations. Participants will discuss strategies that capture the learning as it unfolds during play and conversation.

**Part 4 – Evidence of a Quality Early Learning Program** (3hr) – As standards for early childhood continue to gain recognition so does the need to provide evidence related to the quality with a program. ECERS, CIS, SpeciaLink, POEMS – all acronyms for assessment tools related to early learning and care programs. This session gives an overview of these tools and strategies that can be combined to support evidence of quality within a program. In the “You Bet I Care” study it was identified that the highest indicator of quality within a program is tied to the adult/child interaction and as such this session highlights how Alberta has been able to evidence growth in this area through ARCQE’s use of the Caregiver Interaction Scale.

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**Part 5 – Emergent Curriculum for Preschoolers -** Building on Children’s Interests- Intentional vs. Accidental. Emergent Curriculum is about - planning and then letting go - responding to the interests and preferences of everyone in the room, including the professionals and the families - celebrating the children - enjoying the role you play with the children, the program, the families and the community. *Relates to Accreditation Standards: 2, 3 and 7*

**Part 6 –Tools to Enhance Thinking & Planning with Preschoolers –** This advanced workshop supports the notion that “effective teachers are powerful mediators of children’s thinking and learning. They design learning environments that stimulate children’s curiosity.” This workshop gives hand-on tools to support play as the basis for thinking routines, visible thinking (evidence), arrival and transition routines, open-ended & natural materials & planning that builds children’s critical thinking. Administrators and front line professionals will leave this workshop with a variety of ideas and tools to support quality learning experiences with preschool age children. *Relates to Accreditation Standards: 2, 3 and 5*

**Part 7 – Parents, Stakeholder, Professionals – We All Have a Role to “Play” -** The goal of this session is to *inform* and present facts relative to supporting parents and stakeholders to *trust play* as the most effective method of learning for preschool children. This two hour session includes a combination of theory and hands on play for all participants. It supports programs interested in parent and community education related to quality programming with preschool children. This session can be delivered as a parent session. *Relates to Accreditation Standards*

- **Planning for Play** – This interactive workshop focuses on a critical component of quality child care- the PLAY. This introductory session looks at: why play is important for optimal child development outcomes; current research and trends; practical suggestions for enhancing play environments. This workshop supports the theory and practice related to planning based on the observed needs of the children. Practical strategies and supporting documentations sheets help to support the new professional in the field. Beginner Level Workshop (Revised 2011) : *Relates to Accreditation Standards: 2, 3, 4 and 5*
  
- **Play = Learning** - This workshop is designed to support preschool teachers in gathering understanding and research related to the value of learning through play curriculum. This workshop is designed to address the criticism so often stated as “They are JUST PLAYING.” “Play promotes learning & development in a number of domains. Based on research evidence, a new equation is in order: PLAY = LEARNING”
  - This interactive workshop explores:
  - Explores the Value & Elements of Play
  - Play and Developmentally Appropriate Practice

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- Strategies for using Play Based Curriculum with Preschoolers
  - Strategies to Create a Play Based Environment
  - *Relates to Accreditation Standards: 2, 3, 4 and 5*
- ☐ **Intentional Teacher** - This session is set up to support early learning teachers in identifying what motivates them to be an excellent teacher and how emergent curriculum supports quality practices. This workshop explores:
- Characteristics of an Excellent/Intentional Teacher.
  - Using Developmentally Appropriate Practices to Develop Quality Curriculum.
  - Description of Emergent Curriculum using Plan • Do • Review.
  - Methods of Professional Documentation of Curriculum and Learning.
  - *Relates to Accreditation Standards: 2 and 3*
- ☐ **Let's Take a 2nd Look at Your Play Space (Child Care):** Explore guidelines for arranging play space both indoors and out aimed at enhancing play and effective adult supervision. The workshop explores how tools like the ITERS/ECERS/FDCERS can be a support when developing play spaces for children. This workshop includes many pictures to support development of location, boundaries, storage and mood when creating play spaces. Beginner Level Workshop : *Relates to Accreditation Standards: 1 and 3*
- ☐ **New Waves – Sand and Water Play** - Participants will review areas of development enhanced through sand and water play. They will become familiar with requirements of ITERS and ECERS as they relate to sand and water play. Participants will explore creative materials and props to use with sand and water, discover other mediums and substitutes for sand and water and be provided with criteria for evaluating sand and water experiences. Beginner Level Workshop: *Relates to Accreditation Standards: 2 and 3*
- ☐ **Enhancing Outdoor Play Environments:** This interactive workshop will focus on creating fun yet challenging outdoor activity experiences and provide practical ideas that can be used to extend formal program planning in outdoor play experiences. *Relates to Accreditation Standards: 3*
- ☐ **Moving and Growing** – Bringing back physical activity play in childhood. This workshop was created in partnerships with Canadian Child Care Federation and focuses on the value of active play in the development of children. The information focuses on the benefits of physical play including brain development, as well as strategies to assess your own physical environment. This workshop comes with the handouts from FRP Canada “Why Play” from birth to age 6. Beginner Level Workshop: *Relates to Accreditation Standards: 2 and 3*
- ☐ **Children love Science – So Can We!** - Children have a natural curiosity about the world around them, we as caregivers have the opportunity to be children's first introduction to many natural and scientific concepts. This workshop focuses on the early childhood professional's role in supporting science through

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interactions, materials and interest based planning. Bring your protective eye wear! *Relates to Accreditation Standards: 2 and 3*

- **Math is More Than Just Numbers** - This workshop combines current research from the “Who’s Counting” (2009) Study and the theory on how a children understands the world around them according to groupings and patterns which provide the bases for more advanced math skills. The participants will engaged in hands-on activities and brainstorming related to how to use everyday routine and materials to support developing math skills. *Relates to Accreditation Standards: 2 and 3*
  
- **Open Ended Art** – Based on the book “Beautiful Stuff” (Topal & Gandini, 1999) this hands-on workshop supports strategies and ideas to implement open-ended art with young children. Open-ended art supports exploration, choice, and problem solving opportunities. There are no right or wrong ways of creating artwork. Samples or models are not provided. Children are provided with the materials and what they choose to create it up to them. *Relates to Accreditation Standards: 2 and 3*
  
- **Guiding Super Hero Play** – Have you ever wondered what to do with Spiderman or the Teenage Mutant Ninja Turtles in the dramatic play area? This workshop will focus on how to use these intrinsic interests and self assigned roles of the children to give concrete learning to moral development such as honor justice, mercy and other values of human interactions. This workshop will support advanced early childhood professionals in their progression toward providing optimum learning and care for young children. *Relates to Accreditation Standards: 1, 2 and 3*
  
- **Exploring Forms & Patterns through Block Play** - “Children have always built, testing their theories about the physical and social world. They stack units, knock them down, enclose spaces, bridge gaps, and repeat and refine ideas—often without the intervention of adults or the introduction of commercial materials.” (Hewitt, 2001) Block play is a staple in all early childhood classrooms. This interactive workshop takes a look at the stages of block play and materials that support whole child development using this type of play. *Relates to Accreditation Standards: 1,2 and 3*

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- **Learning to Cook – Cooking to Learn** - “Cooking activities are intrinsically appealing to children as well as being rich in opportunities for learning. With a well-planned cooking program, teachers don’t have to sacrifice developmentally appropriate practices to help children achieve important learning outcomes.”(Colker, 2005) This workshop supports hands-on strategies to include cooking in the early childhood classroom. This workshop explores:
  - Setting up a Developmentally Appropriate Cooking Environment
  - Putting Health and Safety First
  - Cooking with Families
  - Using Recipes with Young Children
  - *Relates to Accreditation Standards: 1, 2 and 3*
  
- **Supporting Children’s Language and Literacy Development** – This workshop is designed to support professionals in gaining a deeper understanding of the way in which young children develop language and literacy skills. Learn about environmental influences that affect children’s language and literacy development. Reflect on how to enhance practice in support of children’s language and literacy skills. Consider ways to work in partnership with families to support this development Review types of evidence of best practice on this theme for the accreditation process. *Relates to Accreditation Standards: 2,3,4 and 5*
  
- **Weaving Cultural Sensitivity into your Play Environments (CC & FCC)** - Participants will explore the guiding principles that support cultural diversity in programs for young children, examine their own values, and become familiar with the Consciousness Continuum model – one that encourages participants to become “unconsciously competent.” Participants will have the opportunity to examine concrete ways to weave culture sensitivities into the child’s play environment so that each child and his/her family see themselves reflected in the program. *Relates to Accreditation Standards: 2,3,4 and 5*
  
- **Promoting Media Literacy with Children** – This workshop focuses on the caregiver’s role of guiding awareness and promoting critical thinking related to media consumption in children. It is noted that the children of today, due to technology will grow up and do jobs that currently don’t exist, making it critical that they have skills to discern the value of the media in their lives. Media literacy is the skill of experiencing, interpreting/analyzing and making media products. This workshop shares strategies to integrate technology and well as some hands on activities to support use of media in programs. (older preschool/school age care) *Relates to Accreditation Standards: 2 and 3*
  
- **Facilitating Smooth Transitions** - Explore a variety of strategies to ensure that transitions become an unhurried, less stressful learning adventure. In this three hour interactive workshop, participants will explore a variety of strategies to ensure that transitions become an unhurried, learning experience. Beginner workshop. (Revised 2010) *Relates to Accreditation Standards: 1, 2 and 3*

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- **Enhance Pro- Social Skills in Young Children:** This interactive workshop will explore the stages of Social Skill development in young children and offer strategies for encouraging and supporting goals with Social Skill development in Early Learning and Care settings. *Relates to Accreditation Standards: 1, 2 and 3*
  
- **Handle with Care (Developed by Social Development Partnerships Program of Human Resources and Social Development Canada, 2007) – Parts 1 and 2**  
The “Handle with Care” practitioner workshop is designed to help participants develop a mental health promotion mindset in their child care work and assist them in implementing appropriate strategies in the child care setting. The focus is on: 1) Creating a mental health promotion mindset 2) Understanding how social-emotional development, family and community connections and practitioner well-being are important contributors to promoting children’s mental health. 3) Linking new information with familiar information 4) recognizing positive practices as well as challenges and barriers 5) adapting mental health promotion practices to particular community and centre situations encountered by practitioners.
  
- **Promoting Sensitive Interactions With Children:** Why are interactions between caregiver and child so important? This session answers that questions and takes a closer look at the sensitivity indicators identified by the Caregiver Interaction Scale (J. Arnett). This interactive workshop is a resource to support techniques and strategies for front line professionals enhancing quality child care particularly Adult/Child Interactions.(Revised 2011) *Relates to Accreditation Standards: 2 and 3*
  
- **Emergent Curriculum (PT 1):** Building on Children’s Interests- Intentional vs. Accidental. Emergent Curriculum is about - planning and then letting go - responding to the interests and preferences of everyone in the room, including the professionals and the families - celebrating the children - enjoying the role you play with the children, the program, the families and the community. *Relates to Accreditation Standards: 2, 3 and 7*
  
- **Reflective Program Planning (PT 2):** Introduction of Plan, Do, Review programming and Child Portfolios. This workshop looks at a variety of documentation strategies that as a professional validate the immense learning that happens for young children by recording the individual growth of each child. *(Note – this is intended to follow Emergent Curriculum PT.1) Relates to Accreditation Standards: 2, 3 and 5*
  
- **Observing and Recording:** Building a case for effective observation, keeping anecdotal records and creating child development profiles. This session reflects on how to generate useful observations related to environment, process and behavior involving young children. It reinforces the professionalism related to observing and recording as it is the evidence related to the work we do with young children. *Relates to Accreditation Standards: 2,3,4 and 5*

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- **Brain Play** – This workshop focuses on the affects of positive play experiences on the development of a child’s brain. This session answers the question... Is it JUST playing... it is just playing and gives evidence as we why “just playing” is so important. This interactive workshop gives concrete ideas to implement to support healthy brain development with young children. *Relates to Accreditation Standards: 1,2 and 3*
  
- **Do Bugs Need Drugs?** This health based workshop has been adapted to meet the needs of child care programs and ARCQE has received training to deliver this program. “Do Bugs Need Drugs?” Is a community education program for the wise use of antibiotics. The information focuses on the importance of hand washing in preventing illness, appropriate care for children with respiratory illness and selection of hand hygiene and cleaning products that are effective and safe. This workshop qualifies the program to receive a free resource to support health hand washing within your program. *Relates to Accreditation Standards: 1,2 and 3*

## Family Child Care

Please note that many of the workshops listed under other sections are appropriate for work within a family child care setting. The following workshops hold content specific to the work within Family Child Care programs.

- **Let’s Take a 2nd Look at Your Play Space (Family Child Care):** Explore guidelines for arranging play space both indoors and out aimed at enhancing play and effective adult supervision. The workshop explores how tools like the Family Day Care Environment Rating Scale (FDCERS) can be a support when developing play spaces for children. This workshop includes many pictures to support development of location, boundaries, storage and mood when creating play spaces. Beginner Level Workshop : *Relates to Accreditation Standards: 1 and 3*
  
- **Weaving Cultural Sensitivity into your Play Environments (FCC) -** Participants will explore the guiding principles that support cultural diversity in programs for young children, examine their own values, and become familiar with the Consciousness Continuum model – one that encourages participants to become “unconsciously competent.” Participants will have the opportunity to examine concrete ways to weave culture sensitivities into the child’s play environment so that each child and his/her family see themselves reflected in the program. *Relates to Accreditation Standards: 2,3,4 and 5*
  
- **Professionalism in Family Child Care** – Explore Characteristics of the Continuum of a Family Child Care professional. Determine specific practice related to Family Child Care related according to the CCCF Code of Ethics.

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Discuss Communication guidelines related to Family Child Care (This workshop is a basic introduction to ethical practices.) *Relates to Accreditation Standards: 2 and 6*

## School Age Care

- ❑ **Enhancing Pro-Social Skills (Part One) - We have the Power – Are you** looking to support more positive behaviours between children, development friendship communication skills. This unique delivery is a combination of adult facilitator training complete with adult guide and accompanying children’s reflective journal. The session focuses on the adult’s emotional intelligence and how to use that understanding to enhance children skills and understanding related to interactions with their peers. *Relates to OSC Accreditation Standards: 1 and 2*
  
- ❑ **Enhancing Prosocial Skills (Part Two) - Stop That Bully – Strategies to Support School Age Children** – This interactive workshop focuses on strategies to support children’s use of pro-social skills when interacting with others. The strategies are taken from the “Eyes on Bullying – What Can You Do?” toolkit. The information explores the roles of the bully, victim and bystander in creating a more progressive environment for children to support themselves and others. It also explores the role of the caregiver to reflect on strategies that promote confidence, independence and self-awareness while reflecting on their own beliefs in guiding those behaviors. *Relates to OSC Accreditation Standards:1 and 2*
  
- ❑ **Supporting Multiple Intelligences in School Age Children** – Ever wonder how to use the same activity to meet a variety of needs and interests? This workshop uses the Multiple Intelligences (Howard Garner) learning styles to look at developing activities and setting up environments to meet a variety of needs. This hands-on workshop will give strategies and ideas that can be used the next day to support a variety of different interests and learning styles. *Relates to OSC Accreditation Standards: 1,2 and 3*
  
- ❑ **Quick Portable Activities in Out of School Care-** Many times Out of School care programs require flexibility in their storage and program delivery. The process of development and inclusion of curriculum ideas will be explored and relevant to the front line delivery of meaningful activities with children. This session includes the development of a “Construction” prop box to be used with the children the next day. *Relates to OSC Accreditation Standards: 1 and 2*
  
- ❑ **Promoting Media Literacy with Children** – This workshop focuses on the caregiver’s role of guiding awareness and promoting critical thinking related to media consumption in children. It is noted that the children of today, due to technology will grow up and do jobs that currently don’t exist, making it critical that they have skills to discern the value of the media in their lives. Media literacy is the skill of experiencing, interpreting/analyzing and making media products. This workshop shares strategies to integrate technology and well as some hands on activities to support use of media in programs. (older preschool/school age care) *Relates to Accreditation Standards: OSC 1 and 2*

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- **Emergent Curriculum (PT 1):** Building on Children’s Interests- Intentional vs. Accidental. Emergent Curriculum is about - planning and then letting go - responding to the interests and preferences of everyone in the room, including the professionals and the families - celebrating the children - enjoying the role you play with the children, the program, the families and the community. *Relates to OSC Accreditation Standards: 1 and 2*
  
- **Children Love Science – So Can We!** - Children have a natural curiosity about the world around them, we as caregivers have the opportunity to be children’s first introduction to many natural and scientific concepts. This workshop focuses on the early childhood professional’s role in supporting science through interactions, materials and interest based planning. *Relates to OSC Accreditation Standards: 1 and 2*
  
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- **Weaving Cultural Sensitivity into your Play Environment** - Participants will explore the guiding principles that support cultural diversity in programs for young children, examine their own values, and become familiar with the Consciousness Continuum model – one that encourages participants to become “unconsciously competent.” Participants will have the opportunity to examine concrete ways to weave culture sensitivities into the child’s play environment so that each child and his/her family see themselves reflected in the program. *Relates to OSC Accreditation Standards: 1,2 and 3*
  
- **Block Play** - “Children have always built, testing their theories about the physical and social world. They stack units, knock them down, enclose spaces, bridge gaps, and repeat and refine ideas—often without the intervention of adults or the introduction of commercial materials.” (Hewitt, 2001) Block play is a staple in all childhood classrooms. This interactive workshop takes a look at the stages of block play and materials that support whole child development using this type of play. *Relates to OSC Accreditation Standards: 1 and 2*
  
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- Setting up a Developmentally Appropriate Cooking Environment
- Putting Health and Safety First
- Cooking with Families
- Using Recipes with Young Children

*Relates to OSC Accreditation Standards: 1 and 2*

- **Math is More Than Just Numbers** - This workshop combines theory on how a child's brain understands the world around them according to groupings and patterns which provide the bases for more advanced math skills. The participants will engaged in hands-on activities and brainstorming related to how to use everyday routine and materials to support math skills. *Relates to OSC Accreditation Standards: 1 and 2*
- **Do Bugs Need Drugs?** This health based workshop has been adapted to meet the needs of child care programs and ARCQE has received training to deliver this program. "Do Bugs Need Drugs?" Is a community education program for the wise use of antibiotics. The information focuses on the importance of hand washing in preventing illness, appropriate care for children with respiratory illness and selection of hand hygiene and cleaning products that are effective and safe. This workshop qualifies the program to receive a free resource to support health hand washing within your program. *Relates to OSC Accreditation Standard: 4*

## Behavior & Unique Needs

- **Meeting the Challenge Workshop (3 part series)**  
This Canadian Child Care Federation workshop is divided into three sessions and recommended to be offered intermittently to enable participants an opportunity to internalize information and apply it to practice between sessions. In determining delivery of sessions it is important that the process of delivery for the three sessions be determined based on level of education and experience of participants.

**Session One Learning Objectives** will focus on exploring the whys and wherefores of children's behavior, understanding what children may gain from challenging behavior and your role in assessing the function that challenging behavior plays, and examining the effects that challenging behavior may have on the other children in the program and on the practitioner.

**Session Two Learning Objectives** will identify strategies that prevent or minimize challenging behaviors, recognize anxiety and other early warning signs of challenging behaviors, examine and where necessary, change the practitioner's approach to challenging behavior and use observation techniques to gain more information about challenging behavior.

**Session Three Learning Objectives** will identify appropriate behavior strategies, develop, implement and evaluate a plan of action for coping with challenging behaviors,

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including determining when outside intervention is necessary, working with parents as partners around challenging behaviors, help other children and their parents cope with challenging behavior, and reflect on your practice as it relates to challenging behavior.

*Relates to Accreditation Standards: 2 and 4*

## Families and Parenting

- **Building Partnership with Families:** “The goal in creating relationships with families is to build respectful and mutual partnerships. Partnerships enrich both teachers’ and families’ relationships with children and bring together their mutual expertise for the benefit of the child.” This three hour workshop assists in identifying elements of a partnership and ways to document the evidence related to that partnership. *Relates to Accreditation Standards: Child Care 4 and 5, OSC 2 & 3*
  
- **Family Friendly Screening Tools:** Introduction and review of the Ages & Stages Questionnaire and Nipissing Tools. *Relates to Accreditation Standards: 1, 2 and 3*
  
- **Supporting Father Involvement:** Explore a variety of strategies to promoting involvement of fathers in Early Learning and Care Environments. *Relates to Accreditation Standards: 4 and 5*
  
- **Shaken Baby Syndrome Prevention** - This resource was developed to educate professionals and volunteers and assist them as they educate others about crying, Shaken Baby Syndrome and prevention strategies. *Relates to Accreditation Standards: 1, 4 and 8*

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## STAFF & PROFESSIONAL DEVELOPMENT

- **Best Choices:** The Ethical Journey Part 1, 2, 3 and 4 – This series workshop is developed to help professionals to - Understand the relationship between beliefs, values and ethics - Learn how to identify personal beliefs, values and ethics - Understand how beliefs, values and ethics are reflected in your actions - Understand and respect the beliefs, values and ethics of others *Relates to Accreditation Standards: 1, 2 and 6 (Note: This is a 4-part series of 3 hour workshops which must be taken in sequence – subject to presenter availability) Relates to Accreditation Standards 2, 4,5, 6 and 7*
- **Professionalism in Family Child Care (also available for Child Care) –** Explore Characteristics of the Continuum of a Family Child Care professional. Determine specific practice related to Family Child Care related according to the FCCC Code of Ethics. Discuss Communication guidelines related to Family Child Care (This workshop is a basic introduction to ethical practices.) *Relates to Accreditation Standards: 2 and 6*
- **Professionalism in Practice:** Professionalism is the ability to plan knowledgeably and competently to make a sustained difference; to diagnose and analyse experiences; to select the most appropriate interventions, to apply them skilfully, and to describe why they were selected. Creating “Evidence” of Ethics in practice for portfolios (Follow up to Ethics: The Journey). This workshop explores creative strategies for actively implementing Ethics in action. *Relates to Accreditation Standards: 2 and 6*
- **Team Building “From Me to We”:** Working with Multi-Experienced Teams- Understanding the characteristics and personalities of those we work with and how it impacts effectiveness, of working together. *Relates to Accreditation Standards: Child Care 1, 6 and , OSC 4 &5*

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## ADMINISTRATION & GOVERNANCE

- **Enhancing Leadership Skills in Early Learning and Care:** Leadership begins when management leaves off. Early Childhood Professionals continue to strive for excellence in the learning and care of young children it's important to self reflect and make conscious choices to enhance relationships between other professionals, parents and children as the key to longevity and true change. Accreditation Standard 6 directly addresses the importance of leadership within program. This three hour workshop gives tangible strategies for working within every level of service to young children. *Relates to Accreditation Standards – Child Care 6 and 7 – SAC – Standard 5*
  
- **Administration in Early Learning and Care:** This session discusses key skills of Administration in Early Childhood Setting such as: Motivate & Retain Staff, Staff Qualifications, Wages & Compensation, Child Assessment & Inclusion, Business & Financial Practices, Planning Quality Programs, Collaboration between Program & Families Community Relations, Technical Resources. *Relates to Accreditation Standards – Child Care 6 and 7 – SAC – Standard 5*
  
- **Plotting a Course Towards Quality Caregiver Interactions:** (Presenter: Corine Ferguson) In this session we will look at direct practice observations of over 1,000 front line caregivers completed over the past year across the province of Alberta. We will review the subsequent impact on quality and consistency of interactions and learning's relating to Reflection of Practice (R.O.P) reports. This workshop is geared to practitioners, administrators, licensing officers and college instructors interested in exploring impacts of trends in caregiver practice. (based on presenter availability) *Relates to Accreditation Standards: Child Care 6 and 7, OSC Standard 5*